

Indicators of College and Career Readiness (CCR) Rubric AZ Adult Education Program Operations

| Establishing CCR Indicators | Developing CCR Indicators | Fully-Implemented CCR Indicators |
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| Organizational Practice | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Staff begins to assist all students to become college and career-ready. <input type="checkbox"/> The program uses CCR self-assessment tools to identify areas for program quality improvement. <input type="checkbox"/> The program establishes a CCR team of administrator and instructional leaders to learn together about CCR indicators implementation. <input type="checkbox"/> CCR team becomes familiar with the CCR indicators. <input type="checkbox"/> The CCR team shares its learning with the education staff. <input type="checkbox"/> The program uses CCR indicators self-assessment tools to identify current CCR practices. <input type="checkbox"/> The CCR team uses common language when referring to the CCR indicators. | <ul style="list-style-type: none"> <input type="checkbox"/> The program uses the CCR indicators implementation resources to guide discussion of renewed program mission and goals with staff. <input type="checkbox"/> The program uses CCR self-assessment tools to identify areas for program quality improvement. <input type="checkbox"/> The program designs and conducts a coherent set of activities that focus in on its CCR implementation work <input type="checkbox"/> Regular staff meetings are held that devote time to the implementation CCR indicators. <input type="checkbox"/> CCR team members integrate CCR indicators more systematically in their work and begin to mentor other staff. <input type="checkbox"/> The CCR team holds regular meetings to discuss progress, identify barriers, and develop solutions. <input type="checkbox"/> The program staff uses a common language when referring to CCR indicators and develops talking points for students on CCR. | <ul style="list-style-type: none"> <input type="checkbox"/> The program's goal of CCR for all students is clear to all stakeholders-students, instructors, administrators, support staff, partners, and community. <input type="checkbox"/> The program collects regular feedback from all stakeholders on progress toward CCR for all students and has processes in place for monitoring quality and performance. <input type="checkbox"/> Staff meetings regularly include discussion on CCR implementation based on research and evidence-based practices. <input type="checkbox"/> Program staff uses the term, college- and career-readiness, in their interactions with students and stakeholders. <input type="checkbox"/> Barriers to implementing CCR indicators are identified and systematically addressed through a continuous improvement process. <input type="checkbox"/> The program supports community learning by bringing CCR resources and speakers into the classroom and/or organizing learning activities at college and career locations. |

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| <ul style="list-style-type: none">❑ The CCR team identifies appropriate learning models, including hybrid learning, to support CCR for all students. | <ul style="list-style-type: none">❑ Instructors have access to technology resources that can be used to support the implementation of CCR.❑ The CCR team begins to implement appropriate learning models, including hybrid learning, to support CCR for all students. | <ul style="list-style-type: none">❑ Instructors integrate the use of various technology resources into instruction to support student learning and CCR❑ The program has integrated appropriate learning models, including hybrid learning, for all students to support direct instruction and extend student learning to prepare for CCR.❑ The program has developed a formal process for training new program staff on CCR implementation to ensure all students are CCR. |
| Collaborations | | |
| <ul style="list-style-type: none">❑ The CCR team reviews outreach materials to ensure they link CCR goals to individual learning goals.❑ The CCR team designs and reviews outreach materials to community partners and stakeholders to ensure they address CCR goals.❑ The CCR team identifies collaborative relationships, conducts resource mapping, and establishes or strengthens a referral network to serve students’ personal, academic, and career needs. | <ul style="list-style-type: none">❑ The program staff revises and/or designs outreach materials to ensure they link CCR goals to individual learning goals.❑ The CCR team collaborates with partners and stakeholders to review their mission, goals, and purposes to align with CCR for all students.❑ Program staff is informed about the collaborative partner and stakeholder relationships and referral networks to serve students’ personal, academic, and career needs. | <ul style="list-style-type: none">❑ The program communicates to community partners and stakeholders on the importance of preparing all students to be CCR and how this contributes to shared goals.❑ Outreach materials clearly describe the rationale for CCR and how the program addresses CCR for students.❑ Program staff uses common language with community partners and stakeholders to ensure CCR alignment for all students.❑ Program has formal written agreements and a tracking system with collaborative partners and stakeholders for referrals and services provided to meet students’ personal, academic, and career needs. |

| Recruitment, Intake and Orientation | | |
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| <ul style="list-style-type: none"> ❑ The CCR team develops a recruitment, intake and orientation plan based on the CCR indicators to help inform prospective students on program and instruction expectations. ❑ The CCR team reviews current program policies and procedures to ensure CCR goals are explicit to all program staff and students. | <ul style="list-style-type: none"> ❑ Program staff reviews and refines the recruitment, intake and orientation plan based on the CCR indicators to help inform prospective students on program and instruction expectations. ❑ Program staff provides feedback on program policies and procedures to ensure CCR goals are explicit to all program staff and students. ❑ Program staff identifies strategies to assess students' CCR skills and knowledge necessary to achieve their purposes and goals. | <ul style="list-style-type: none"> ❑ Program staff implements the recruitment, intake and orientation plan based on the CCR indicators to help inform prospective students on program and instruction expectations. ❑ Program processes for intake, placement testing, goal setting, and assessment are clear to instructors and students. ❑ Student orientation includes explicit information on CCR goals and students explore and set academic and personal goals. ❑ CCR goals and program indicators are used to clarify the students' purposes for learning and to identify the strengths and gaps in skills and knowledge necessary to achieve their purposes and goals. |
| Curriculum and Instruction | | |
| <ul style="list-style-type: none"> ❑ Administrators and instructors are familiar with the AZ Adult Education CCR Standards. ❑ The CCR team identifies components and processes to assist instructors to help their students establish goals to plan for CCR. | <ul style="list-style-type: none"> ❑ Instructors and students understand the purpose and structure of the AZ Adult Education CCR Standards and CCR terminology. ❑ The majority of the curricular resources used for instruction are partially aligned to the AZ Adult Education CCR Standards. | <ul style="list-style-type: none"> ❑ Instructors clearly align their lesson development, instructional strategies, and learning activities to the AZ Adult Education CCR Standards. ❑ All curricular resources-print and web-based-are tightly aligned to the AZ Adult Education CCR Standards. |

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| <ul style="list-style-type: none">❑ The curricular resources used for instruction are not aligned to the AZ Adult Education CCR Standards.❑ Administrators and instructors begin to analyze current teaching materials to determine alignment to students’ real-life needs, and the knowledge and skills needed for college and career readiness.❑ Some Instructors have begun to integrate technology in classroom instruction; however, access to technology resources is not available for all instructors and students. | <ul style="list-style-type: none">❑ Instructors identify gaps in current teaching materials to determine alignment to students’ real-life needs, and the knowledge and skills needed for college and career readiness, and make recommendations to the CCR team.❑ Instructors clearly communicate the purpose and objectives for lessons and learning activities to students.❑ Instructors begin preparing students to identify, reflect on, and revise their beliefs and set goals to prepare for college and/or career readiness.❑ The CCR team identifies research and evidence based strategies for instructors to help students identify and plan for CCR.❑ The majority of instructors effectively integrates technology in classroom instruction and assists students in learning the technology skills to be independent learners. | <ul style="list-style-type: none">❑ Teaching materials include authentic materials relevant to students’ real-life needs and interests to promote the knowledge and skills needed for CCR.❑ Instructors clearly communicate the purpose and objectives of lessons and learning activities to students, and examine students' prior knowledge and experiences to help students connect to what they are learning.❑ Instructors prepare students to apply their learning to real-life by talking explicitly about how their learning can transfer to new situations and contexts.❑ The program implements research and evidence based strategies and an ongoing mentoring process for instructors to help students identify and plan for CCR.❑ Instructors engage in on-going dialogues with students about their learning goals and needs to prepare them to be CCR.❑ All instructors effectively integrate technology in classroom instruction to connect and extend student learning outside the classroom to prepare students to be CCR. |
| Assessment | | |
| <ul style="list-style-type: none">❑ Instructors learn the importance of involving students in conversations to share results of various performance assessments so that students can monitor their progress and revise their learning goals. | <ul style="list-style-type: none">❑ Instructors begin involving students in conversations on the knowledge and skills they have and those they need to be CCR, and to assist students to monitor their progress and revise their learning goals. | <ul style="list-style-type: none">❑ Instructors engage in ongoing conversations with students on the knowledge and skills they have and those they need to be CCR, and to assist students to monitor their progress and revise their learning goals. |

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| <ul style="list-style-type: none">❑ Instructors learn about constructing assessments and tasks and activities that evaluate students’ ability to apply those skills to real life situations.❑ Instructors learn the role and importance of both academic and non-academic skills that promote student CCR. | <ul style="list-style-type: none">❑ Instructors give students practice in identifying what they have learned and how they can use it.❑ The CCR team and instructors explore and identify formative assessments and student self-assessments that can be used to help prepare students to be CCR.❑ Instructors construct assessment tasks based on AZ Adult Education CCR Standards that capture evidence of students’ ability to integrate new academic and non-academic skills, knowledge, and strategies to perform real-life tasks.❑ Instructors begin to share results of performance assessments with students and help them use the information to monitor their progress and revise their learning goals. | <ul style="list-style-type: none">❑ Students are able to identify what they have learned and how it supports their CCR.❑ The CCR team and instructors implement formative assessments and student self-assessments to help prepare students to be CCR.❑ Instructors implement assessment tasks that capture evidence of students’ ability to integrate new academic and non-academic skills, knowledge, and strategies to perform real-life tasks.❑ Instructors routinely share the results of performance assessments with students and help them use the information to monitor their progress and revise their learning goals. |
| Staffing and Professional Learning | | |
| <ul style="list-style-type: none">❑ The CCR team and administrators reviews hiring practices for new staff based on the knowledge and skills required to support the indicators of CCR.❑ The CCR team and administrators assess the professional learning needs of current staff and the knowledge and skills they need to prepare students to be CCR. | <ul style="list-style-type: none">❑ The CCR team and administrators revise hiring practices for staff to address the knowledge and skills required to support the CCR indicators, and revises existing job descriptions for instructor and administrator positions.❑ The CCR team and instructional leaders develops and implements a professional learning plan to improve instructor effectiveness to deliver standards-based instruction that’s aligned to the AZ Adult Education CCR Standards and the CCR indicators. | <ul style="list-style-type: none">❑ Hiring practices for staff addresses the knowledge and skills required for team members to fully implement the CCR indicators.❑ Indicators for CCR knowledge and skills are integrated into job descriptions for all program staff.❑ The CCR team and instructional leaders develops an ongoing coaching and mentoring professional learning plan that includes coaching and mentoring models to assist new and current instructors on effective standards-based instruction aligned to the AZ Adult Education CCR Standards and the |

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| <ul style="list-style-type: none">❑ The CCR team actively engages in and completes all assignments in the AZ CCR Implementation Project with NCTN.❑ The CCR team meets regularly to plan and share what they are learning in the AZ CCR Implementation Project, and to identify changes in program operations to implement the CCR indicators.❑ The CCR team is compensated for professional learning time for participation on the AZ CCR Implementation Project with NCTN. | <ul style="list-style-type: none">❑ The CCR team meets regularly and develops a communication plan to inform administrators and colleagues on the knowledge and skills they are learning and makes recommendations to program leadership on changes to program operations to fully implement CCR indicators.❑ Instructors are compensated for instructional planning time and professional learning time that supports the implementation of CCR indicators. | <p>CCR indicators.</p> <ul style="list-style-type: none">❑ Instructors are delivering effective standards-based instruction aligned to the AZ Adult Education CCR Standards; the CCR indicators, and the integration of students’ academic, career, and personal goals.❑ Instructional leaders and administrators implement a comprehensive communications plan that includes regular staff meetings with program staff to effectively implement the CCR indicators.❑ All instructors regularly meet in learning communities, study groups, or other appropriate professional learning models to plan and share CCR instructional strategies and practices, curricular resources, and research.❑ All program staff is compensated for professional learning time that supports the implementation of CCR indicators. |
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